FA 49 Q course

Update to the ORSA Advisory Committee

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12 October 2005

Purpose

To provide the ORSA Advisory Committee the results of the AY 05 FA 49 Qualification Course Evaluation and to obtain a decision on how best to proceed to meet anticipated increased course demand.

Agenda

- **AY 05 FA 49 Q-Course Evaluation Results**
- FA 49/30/57 Q-Course Comparison
- Future FA 49 Q-Course Staff Study

Mandates and Goals

Fill educational void by preparing officers to apply business practices, tools, and methodologies during their 10-20th years of service as senior analysts on Army and Joint staffs.

Mandate: “Keep the ‘O’ in Operations Research.”
-- Proponent and ORSA Advisory Committee

Q-Course Goals

Prepares Officers:

- For supervisory positions on senior staff.
- To establish analytical requirements.
- To design and lead studies.
- To establish appropriate methodologies.
- To guide and review analytic work.
- To apply ORSA techniques to a wide range of military issues.

FY 05 Course Class Profile

Rank	Last	First	Current Assignment	Next Assignment	Branch	SAT
MAJ	Shoa	Kia	10th Mtn Div		OD	1
MAJ	Lindow	David	TRADOC, FLW-MSBL		QM	1
CIV	Moniz	Steve	TRAC-FLVN			1
MAJ	Crum	Mac	NGB		FA	1
MAJ	Kalainoff	Malinda	USMA, Chemistry Dept.		EN	1
MAJ	Iriazmy-Guzman	Ruben		TRAC-FLVN	EN	2
MAJ	Gilliam	Ken	USAREC		AR	2
MAJ	Hopkins	Chris		TRAC-FLVN	FA	2
MAJ	Whilden	John		ACS	QM	2
CIV	Grier	Cindy	TRAC-FLVN			2
MAJ	Easter	Jesse	USMA, Math Dept.		AR	2
MAJ	Jones	Kyle		Army G8	AD	3
MAJ	Yoshitani	Shaw		TRAC-FLVN	EN	3
MAJ	Davis	Jacqueline		Cadet Command	EN	3
CIV	McDaniel	Steve	ATEC			3
MAJ	Joseph	Ira	TRAC-WSMR		OD	3
LCDR	Dunavant	Chuck	N81			3

- **Inexperienced, diverse class.**
  - 6 of 17 have no ORSA experience, many others are serving in their first ORSA assignment.
  - 12 of 17 have completed masters – 1 scheduled for ACS.
  - Naval Officer and three GS13 Civilians brought new perspectives.

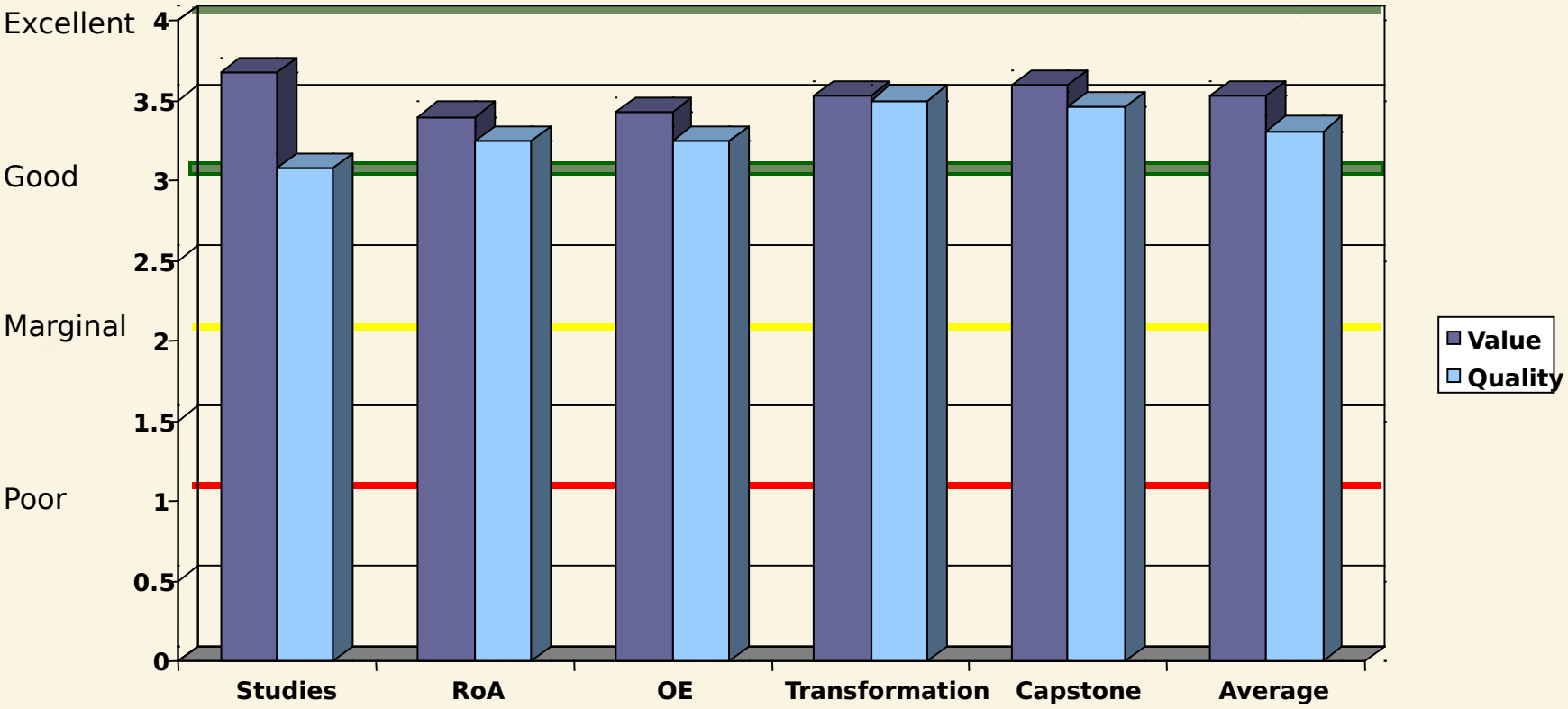
AY 05 Feedback Highlights

- All learning objectives met (student feedback).
- Capstone exercise remains a strength.
- Guest lecturers from the field remain strength and risk.
- Importance of joint considerations and joint audience recognized as a strength.
- Student “Brown Bag” program was viewed as an effective practice briefing technique.
- Support from the Army’s senior ORSA leadership (Mock SAG) was instrumental to success.
- Course faculty was judged to be effective but high student to faculty ratio kept the faculty from devoting sufficient time to assessments, mentoring, and course development.
- Cost and Deployability analysis better, but not yet sufficient.

Sources: **student feedback, leader input, faculty observations.**

Student Feedback

Average Student Rating per End of Course Survey - 05



Value of Course Content & Quality of Delivery

Course Assessment – AY05

- Course was again a success.
- Goals for the course remain valid.
  - Established by ORSA Advisory Committee – 2001.
  - Validated by PAT – 2002.
  - Consistent with independent needs analysis. – ILE office 2002.
  - Validated by student feedback – 2003/2004/2005.
- Course content and delivery meets all established goals.
- Students value course content and educational experience.
- Contributions from the field are a tremendous strength.
- Capstone exercise and Mock SAG are highlights of course.
- Students valued the dedicated, experienced faculty.
- Course administration and execution mechanisms are well established.
- Course requires updating to keep content current and to respond to anticipated inexperience level of students.

Sources: **Student feedback, leader input, faculty observations.**

Future Course Enhancements

Planned Improvements:

- Better sequence/link lessons and PE's to Capstone Exercise.
- Incorporate multiple lessons to collective PEs.
- Find a balance between subjective and objective assessment.
- Solicit continuous student feedback.
- Explore other Janus/Post-Processor options.
- Work with DASA-CE's office to improve cost analysis.

Keys to continued success:

- Guest lecturer support from the field.
- Relevant operational focus for Capstone Exercise.
- Mock SAG and other senior leader involvement.
- Experienced, knowledgeable faculty.
- Continued sister service and civilian ORA participation.
- Updated curriculum – cannot pull last year's course off the shelf.

Issues/Discussion Topics

- **Attendance policy and mechanisms.**
  - Early identification/scheduling of students is beneficial to the students, their home organizations, and the course developers.
  - Need close coordination between HRC, G-8, prospective students, and the course faculty to ensure scheduled attendance 90 days prior to course start date.

- **Course demand.**
  - Steady-state demand for AY 2006 and beyond is anticipated to be about 30 students per year.
  - Requires an OAC decision on how best to accommodate the demand. (Addressed by staff study later in this briefing)

Agenda

- AY 05 FA 49 Q-Course Evaluation Results
- **FA 49/30/57 Q-Course Comparison**
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FA 49/30/57 Q-Course Comparison

How the FA 49 Q-Course is different:

- It is Intermediate Level Education only (other courses combine initial training and intermediate level education for their functional area).
- It is currently offered only once per year (others offered 2-3 times per year).
- It has a significantly higher student/faculty ratio.
- It has a much more subjective student assessment approach.
- It has a much lower contact/non-contact hour ratio (follows the Experiential Learning Model (ELM)).
- It incorporates more senior-level guest lecturers.
- It has significantly fewer full time support staff (faculty and developers).
- It currently has a much smaller class size.

Course Comparison Cont.

Comparison Element	FA 49 Q-Course	FA 30 Q-Course	FA 57 Q-Course
Course Focus	ILE Level Opns Analysis	Basic & ILE Level G-7 Staff Course	Basic & ILE Level Simulation Training
Courses Offered to Date	3 (2 pilot courses & 1 formal course)	16 (15 2-week & 1 6-week courses)	~8 since 2001
Length	7.5 weeks	6 weeks; Expanding to 9-12 weeks	6 weeks
Frequency	1/year. May expand to 2/year	2/year (Active) & 2/year (Reserves)	3/year.
Student/Faculty Ratio for last course	8.5/1	4.3/1	6/1
Total Support Staff (Faculty & Developers)	1 Mil (Part-time) 2 Cont (Full-Time)	9 Mil (Full-Time) 9 Cont (Full-Time)	3-5 Mil/Civ (Full-Time)
Class Size	13-17; Potential growth to ~ 30	Currently 26	Currently 30 (Previously 15-20)
Guest Lecturers	36; Primarily LTC - SES	~50; Primarily CPT - LTC	3; Primarily COL
Student Assessment	More Subjective, PEs	More Objective, Tests & PEs	Entirely Objective, Tests/Papers
Student Makeup	Army MAJs, Civ, Sister Service	Army CPTs/MAJs	Army MAJs, Civ, Sister Service
Total Hours/Class: (Contact/Non-Contact)	245 (78/167)	240 (183/57)	240 (~200/40)

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Problem

The current structure of the FA 49 Q-Course (one staff group of approximately 16 students) will not support anticipated demand for the course in Academic Year 2006 and beyond.

Course Demand

Projected Attendance by Year - Supported by HRC

		2006	2007	2008	2009	2010	2011
YG	# Accessed						
94	18 (left)	9	6	3			
95	21	8	6	4			
96	25	7	6	5	4	3	
97	25		7	6	5	4	3
98	25			7	6	5	4
99	25				7	6	5
00	25					7	6
01							7
Civilian		3	3	3	3	3	3
Sister Service		2	2	2	2	2	2
		29	**30**	**30**	**30**	**30**	**30**

Assumptions:

*Attendance decreasingly spread over 4-5 years leading to LTC eligibility

*25 accessions per year starting with YG96

*DA civilians and sister service officers will continue to attend

Facts Bearing on the Problem

- Optimal size of a student staff group is 16, per CGSC/ILE standards.
- YG94+ ORSA Officers require FA49 Q-Course for MEL4.
- FA49 officers have 4-5 years from assessment until their LTC Board meets.
- Classroom availability is limited and geared towards classes of 16 students.
- Scheduling approximately 36 guest lecturers is problematic.
- Current dependence upon the School for Command Preparation (SCP) for JANUS support drives course scheduling.

Facts Bearing on the Problem (Continued)

- Other ILE qualification courses have significantly lower student to faculty ratios.
- A part-time ORSA officer to serve as course director is necessary to handle internal military matters.
- The support contract includes an option for additional faculty members if desired/required.
- A decision from this staff study is required now to properly drive future course analysis, design and development.

Assumptions

- Demand for the course will be approximately 25-30 military officers for Academic Year 2006 and beyond.
- The course will continue to be offered to sister service officers and/or DA civilians (value added).
- Previous OAC decision to conduct all FA 49 Q-Courses at Fort Leavenworth stands.
- Previous OAC decision to maintain course focus on operations analysis stands.
- A combat model will be used as a M&S driver for the Q-Course Capstone Exercise (keeping the “O” in Operations research).
- Q-Course offerings will continue to be scheduled independent of ILE course offerings.
- Adequate classroom facilities on Ft Leavenworth will be available.

Alternatives

1. Two separate courses of approximately equal size, conducted simultaneously with limited combined class lectures and interaction. Supported by four faculty (three all year, plus one from May - Aug).

2. Two separate courses of equal size conducted at separate times during the year. Supported by three faculty (all year).

Alternative 1

Advantages:

- Guest lecturer support required only once per year.
- Combat simulation support required only once per year.
- More convenient for personnel managers.

Disadvantages:

- 4 (versus 3) faculty required.
- Student to faculty ratio remains high (7.5:1).
- Requires twice the classroom facilities.
- Scheduling of the course curriculum is more complex.

Alternative 2

Advantages:

- Allows students more flexibility in scheduling.
- Lower student to faculty ratio (5:1), more consistent with other similar qualification courses.
- 3 (versus 4) faculty required.

Disadvantages:

- Requires scheduling of guest lecturers twice each year.
- Requires combat simulation support twice each year (at additional cost).
- Requires classroom facilities twice each year, although fewer classrooms are needed.

Conclusions

- Alternative 1 alleviates the need to schedule combat simulation and guest lecture support twice a year.
- Alternative 1 is more favorable to personnel managers.
- Both alternatives put demand on facility requirements, but in different ways.
- Both alternatives require additional faculty, but Alternative 2 requires less.
- Alternative 2 gives students more flexibility in attendance.
- Alternative 2 is slightly more cost effective overall.

Recommendations

- Posture the FA 49 Q-Course to be able to accommodate 25-30 students in 2006 and beyond.
- Keep class sizes at or around 16 students each.
- Add additional faculty as necessary.
- Continue to keep a military officer as the course director part-time leading up to the course, and full-time during each course session.

Q FA 49 course